DOCUMENT RESUME

ED 117 092 SP 009 793

TITLE	Project POINT: An Innovative Program in Elementary Teacher Education.
INSTITUTION	San Diego State Univ., Calif. School of Education.
PUB DATE	15 Dec 75
NOTE	8p.
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	*College School Cooperation; Elementary School Teachers; *Field Experience Programs; Higher Education; *Preservice Education; Student Teaching; *Teacher Education; *Teaching Skills
IDENTIFIERS	*Distinguished Achievement Awards Entry

ABSTRACT

Preparation, Orientation, and Induction of New Teachers (POINT) is a program of elementary teacher education at San Diego State University. It was planned cooperatively by 55 educators who concluded that a quality teacher education program should be built around significant teaching skills, rather than around mere completion of courses. Project POINT is field based: education courses are taught in public schools and are directly related to student teaching. Administrators and teachers work closely with university professors to coordinate objectives and experiences. Candidates engage in four semesters of intensive field experience and student teaching, with participation in three different schools, at three different grade levels, and in three different programs. Five university professors work as a team to teach the education classes and supervise the participants in student teaching. Instructional skills are taught in such areas as assessment and diagnosis, planning, physical and psychological learning environments, communication and interaction, management, facilitation, and teaching strategies for various topics and classroom plans. Graduates' success rate in obtaining teaching positions has been almost double the success rate for other elementary education graduates at San Diego State University. (Information concerning program objectives, personnel, budget, contributions to teacher education, evaluation methods, and results is included in this report.) (Author/RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117092

PROJECT POINT

An Innovative Program in Elementary Teacher Education

submitted by

San Diego State University
School of Education
December 15, 1975

for consideration for

The American Association of Colleges for Teacher Education

Distinguished Achievement Award

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP009 193

Summary: PROJECT POINT

POINT, an acronym that stands for Preparation, Orientation, and Induction of New Teachers, is an innovative program of elementary teacher education at San Diego State University. It was planned cooperatively by fifty-five educators--university and public school administrators, academic and education professors, and experienced, beginning, and student teachers--who concluded that a quality teacher education program should be built around significant teaching skills, rather than around mere completion of courses.

Their program--Project POINT--stresses such skills, and it incorporates many of the most recent thrusts in teacher education. It is field based: education classes are taught in public schools and are related directly to student teaching. Participating school districts serve as equal partners: administrators and teachers work closely with university professors to coordinate objectives and experiences. Candidates engage in four semesters of intensive field experience and student teaching, with participation in three different schools, at three different grade levels, in three different programs.

Five university professors work as a team to teach the education classes and supervise the participants in student teaching. Instructional skills, which participants apply immediately in student teaching, are numerous, and are taught in such areas as assessment and diagnosis, planning, physical and psychosocial learning environments, communication and interaction, management, facilitation, and teaching strategies for various topics and classroom plans.

POINT is in its fifth year of operation. Requests for involvement in POINT, from districts, principals, and teachers, far exceed the supply of participants. Graduates' success rate in obtaining teaching positions has been approximately 70%, almost double the success rate for other graduates in elementary education at San Diego State University.

* * * * * * *

II

Explanation and Analysis of Project POINT

Description and Development of POINT

Project POINT, conceived in 1969, grew from the conviction that the School of Education at San Diego State University, working closely with participating school districts, could plan and implement a program of teacher education that would do two things--incorporate newer thought in teacher education, and provide a significant alternative to existing programs.

This conviction was first voiced by a group of University and School District administrators. They enlisted the cooperation and support of groups of university education and academic professors, public school administrators, public school teachers, and student teachers. Those individuals, fifty-five in number, worked together for six three-day weekends in 1970-71 to plan what they considered to be an ideal program of elementary teacher education. They formed five task forces, each with its own particular charge, and those task forces created a new teacher education program that provided an experimental alternative to the existing program.

One task force concentrated on the academic education of participants, preparing a sequence of courses that would lead to a basic grasp of the knowledge, problems, and ways of answering questions that formed the underlying structures of subject areas taught in elementary schools.

A second task force put together a set of new education courses that emphasized the acquisition of functional teaching skills. Those skills were made directly applicable to student teaching, and participants had to demonstrate them; mere course completion would not suffice.

A third task force built a program of field work and student teaching, to provide a range of intensive experiences with different schools, levels, students, and classroom organizations.

A fourth task force concentrated on the development of techniques for supervising student teachers, that would improve the assistance provided by university supervisors and master teachers.

The fifth task force consisted of university and public school administrators. Their charge was to facilitate implementation of plans formulated by members of the other four task forces.

The efforts of those task forces resulted in Project POINT--Preparation, Orientation, and Induction and New Teachers. POINT has an enrollment each year of between 40 and 50 participants. They progress through a four semester program of interrelated course work and student teaching. They assume responsible teaching roles in three different schools, at three different grade levels. The first three semesters involve morning field experience and student teaching. The fourth semester includes 13 weeks of full day student teaching. This field experience and student teaching totals over 1,100 clock hours in public schools classrooms.

The education classes, taught by a team of university professors, stress desirable attitudes and teaching skills that participants apply and evaluate in student teaching. Those professors also supervise POINT students in student teaching. The same schools and teachers serve during the entire four semester cycle. Professors and teachers plan together and share responsibility for the preparation of participants. Education classes are held in public schools, and school district personnel, including principals, teachers, consultants, and support staff assist in the overall development of POINT students. The districts involve POINT students in their inservice education programs and allow them full access to supply rooms and media libraries, considering them full fledged professional colleagues.

Objectives

The goal of Project POINT is to prepare beginning teachers who possess the knowledge and skills to facilitate cognitive, affective, and psychomotor growth of children from diverse backgrounds, at various levels of development, in multiple types of classroom organizations. Objective areas within this goal include the abilities to:

1. Conduct systematic studies of learners to determine developmental traits and specific cognitive, affective, and psychomotor needs.
2. Conduct a systematic study of the community served by the school, to identify socioeconomic conditions, community groups, service agencies, housing conditions, businesses, cultural resources, and community values.
3. Develop, establish, maintain, and manage physical and psychosocial learning environments that are consonant with student needs and instructional strategies.
4. Plan and implement lessons, experiences, and units of instruction that reflect curricular expectations and give specific attention to psychological processes, abilities, interests, and needs of students.
5. Make effective use of diverse teaching strategies and methods, as each is judged most efficient in terms of student needs, abilities, topics under study, and classroom organization.
6. Make systematic provision for and application of recognized principles of teaching and learning.
7. Provide effective remedial instruction in all topic areas, as might be shown necessary through informal and formal assessment.

Each of these seven objective areas is further divided into numerous specific objectives. POINT students must perform the acts specified in the objectives. Verification of performance is done jointly by professors and master teachers.

Personnel Involved

-Director: Dr. C.M. Charles, Professor of Education, San Diego State University.

-Planners: The initial planning for POINT was done by fifty-five educators, including university and school administrators, university professors, school teachers, and student teachers. Planning continues as an ongoing process.

-Students: To date, POINT has enrolled five cycles of students. The first three cycles have graduated. The fourth and fifth cycles are in training.

-Professors: Eight university academic professors have taught classes especially for POINT students. Five university education professors work as a team to teach POINT classes and supervise student teaching.

-Master Teachers: Approximately 150 master teachers, grades kindergarten through eight, in approximately 50 schools in four districts, have served as master teachers for Project POINT field experience and student teaching.

-Resource Personnel: Each district named a liaison person to facilitate POINT operations. Several dozen district administrators, personnel and curriculum directors, librarians, nurses, psychologists, and others have served as resource personnel for POINT.

Budget

While the planning phase was funded by an EPDA grant, Project POINT requires no special operating budget. It is an integral part of the teacher education program at San Diego State University.

Contributions To the Improvement of Teacher Education

POINT has helped improve elementary teacher education at San Diego State University in two major ways: 1) in the high quality program it, itself, provides, and 2) in the tested examples it provides that serve as

guides, stimulators, and models for the development of new programs. At San Diego State University, POINT has been the prototype for:

-A skills-oriented teacher education program.

-A "center" approach, conducted cooperatively by districts and the university.

-A program whose professional component is entirely field based.

-Team instruction by professors for the entire program cycle.

-A four semester sequence of field experience and student teaching.

-Education skills instruction directly related to student teaching.

-Significant responsibility and resource input by school districts.

-Provision of gratis inservice training for cooperating master teachers.

Each one of these thrusts has stimulated related efforts by other professors in the school of education, and with later dissemination should offer similar stimulation to other institutions as well.

Evaluation Methods and Results

Project POINT is continually monitored, evaluated, and modified. Formal feedback is gathered at the end of each semester from students and master teachers. Informal feedback occurs constantly, from students, master teachers, principals, and other district administrators. Based on this feedback, ongoing modifications are made to improve program quality and efficiency.

Students are assessed on a competency basis. Credit is assigned only on attainment of specified objectives. Formative evaluation is stressed in order to maximize student performance.

The most telling evaluative criteria are two: One is the number of requests from schools and districts for involvement in POINT; POINT resources can meet less than half the requests. A second criterion is the employment success rate of graduates. More than 70% of POINT graduates have secured teaching positions--almost double the success rate for other San Diego State University graduates in elementary education.

* * * * * *